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ABSTRACT

This document presents the formal response to the 1989-90 Annual Desegregation Review Part II of the Chicago (Illinois) Public Schools. The Commission found that although progress was made toward goals for the school system, more progress is needed. The Commission made the following recommendations: (1) include summary-form numerical data concerning the Chicago Effective Schools Project; (2) include data on the disparities affecting minority students in racially identifiable schools and report on the degree to which those disparities have been eliminated by educational components; (3) study the feasibility of establishing gifted and talented programs for limited English proficient students; (4) use this document to establish the degree to which the curriculum and instruction educational component has attained its three-part goal; (5) report the attainment associated with the eight recommendations in the Consent Decree; (6) answer inquiries of the high school leadership educational component; (7) complete a plan for the Commission's review that details steps and resources for field-testing the Spanish version of the PAL; (8) include data that documents whether or not the Uniform Discipline Code is being well implemented; (9) publish a comprehensive formative and summative evaluation design; and (10) make a sincere effort to include more data in the 1990-91 report. (JB)

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Monitoring Commission for Desegregation Implementation

Response to the

ANNUAL DESEGREGATION REVIEW, 1989-90 PART II: RECOMMENDATIONS ON EDUCATIONAL COMPONENTS

Under the Student Desegregation Plan for the Chicago Public Schools

April 1991

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Principal Investigator

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Commission Chairperson

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AN EXECUTIVE ABSTRACT

Monitoring Commission for Desegregation Implementation
Monitoring Response:

Annual Desegregation Review, 1989-90 Part II:
Recommendations on Educational Components

under the Student Desegregation Plan
for the Chicago Public Schools

This is the Monitoring Commission's formal response to the Chicago Board of Education's 1989-90 Annual Desegregation Review Part II: Recommendations on Educational Components (ADR Part II). The Consent Decree reached between the Board of Education and the United States Department of Justice in 1980 requires that the ADR Part II be published annually.

Background

The Board uses this document (ADR Part II) to evaluate its progress toward completing 200 plus recommendations made to improve the education of the students in the Chicago Public Schools. These recommendations were adopted by the Board of Education in April 1981, in the first part of the Board's desegregation plan entitled: Recommendations on Educational Components. Since then, the Board has authorized scores of programs and the administration has initiated a large number of major activities to meet the goals contained in the 200 plus recommendations cited earlier. The Monitoring Commission has responded to each of the eight ADR Part II's that the Board has published since 1982-83.

This ADR Part II reported on 18 major program areas. These areas were reviewed and comments made with the exception of the area on, "Monitoring," which is written by the Monitoring Commission staff. The areas include:

Chicago Effective Schools Project

Support to the Other Racially Identifiable Schools

Project CANAL

Magnet Schools and Magnet Programs

Curriculum and Instruction - High School

The Parent Education Center

Student Discipline

Special Education and Testing

Vocational-Technical High School

Title IV Staff Development Activities	Evaluation
Bilingual Education	Faculty Desegregation
Curriculum and Instruction	Monitoring
Affirmative Action	Public Participation
	Staff Development

The 1989-90 ADR Part II reports progress toward attaining the goals of many of the recommendations addressed by the educational components. But, more progress is needed to fully meet the 200-plus recommendations contained in the Consent Decree.

Commission's Recommendations to the Board

The Commission makes the following recommendation for the improvement of the educational components and the content of future ADR II's.

Recommendation One: The 1990-91 ADR Part II should include summary-form, numerical data that would assist the reader in determining if the Chicago Effective Schools Project is, indeed, improving the educational achievements of students in racially isolated schools.

Recommendation Two: The 1990-91 ADR Part II should include data and information that documents the disparities affecting minority students in racially identifiable schools and report on the degree to which they have been eliminated by the initiation of educational components.

Recommendation Three: By January 1992, the Department of Language and Cultural Education should study the feasibility of establishing gifted and talented programs for LEP students such that when these student achieve functional English usage they could fully participate in a regular gifted and talented program.

Recommendation Four: The Chicago Public Schools should utilize the 1990-91 ADR Part II to document the degree to which the Curriculum and Instruction educational component has attained the three-part goal set for it in the Consent Decree.

Recommendation Five: The Chicago Public Schools should use the 1990-91 ADR Part II to report on the level of attainment associated with the eight recommendations setforth in the Consent Decree for the Curriculum and Instruction - High Schools educational component. This ADR also should contain a statistical documentation regarding the methods employed to reach the cited levels of attainment.

Recommendation Six: The Chicago Public Schools should answer the following inquiries of the High School Leadership educational component in the 1990-91 ADR Part II: (1) The degree this component has increased the level of school pride at each participating high school; (2) The degree that students at each participating high school demonstrate awareness of student leaders and their role as representative decision-makers; (3) The number of parent-initiated intervention strategies initiated at each participating high school and the impact of such on at-risk students in these schools; and, (4) The determination as to whether or not the student and parent handbooks required of this educational component have been published and disseminated in each Chicago public high school.

Recommendation Seven: Special Education administrators in the Chicago Public Schools should complete a plan for the Monitoring Commission's review that details the steps and resources needed to field-test the Spanish version of the PAL.

Recommendation Eight: Data should be included in the 1990-91 ADR Part II that documents whether or not the Uniform Discipline Code is being implemented in an equitable, consistent, nondiscriminatory fashion in all Chicago public schools.

Recommendation Nine: The Department of Research, Evaluation and Planning should publish the comprehensive formative and summative evaluation design required of the Desegregation Plan in the 1990-91 ADR Part II.

Recommendation Ten: Each administrative unit of the Chicago Public Schools that has responsibility for preparing ADR Part II content should make a sincere effort to include more data in the 1990-91 ADR Part II to permit the reader to clearly and readily judge whether or not the goals of the educational components are being met.

This Monitoring Commission response to the 1989-90 ADR Part II was completed under the direction of Dr. Mary E. Davidson, principal investigator, and primary consultant, Dr. Calvin M. Smith. Barb Leebens-Osilaja was the editor. A reference copy is available at the Monitoring Commission office, 1819 W. Pershing Road, 6th Floor East, Chicago, IL 60609.

MONITORING COMMISSION FOR DESEGREGATION IMPLEMENTATION'S

Response to the

ANNUAL DESEGREGATION REVIEW, 1989-90
PART II: RECOMMENDATIONS ON EDUCATIONAL COMPONENTS

Under the Student Desegregation Plan
for the Chicago Public Schools

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April 1991

Prepared under the direction of
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I. BACKGROUND AND INTRODUCTION

The Monitoring Commission for Desegregation Implementation (Monitoring Commission) received the 1989-90 Annual Desegregation Review Part II: Recommendations on Educational Components via memorandum dated September 26, 1990. This document (1989-90 ADR Part II) is the eighth such document that the Chicago Board of Education has released since the 1982-83 school year. The annual release of this document is a requirement of the January 1982, Comprehensive Student Assignment Plan (the Plan). The ADR Part II is one of the primary means of communication between the Board and the Court as well as the Chicago community regarding the progress of the Board in complying with Part I, Section 2.2 of the September 1980, Consent Decree:

> To alleviate the effects of both past and ongoing segregation, the plan shall provide educational and related programs for black and Hispanic schools remaining segregated.

The 1989-90 ADR Part II outlines more than 200 educational recommendations made by the Board as a response to the Consent Decree. These recommendations were adopted in April 1981, as the initial part of the Board's desegregation plan, Recommendations on Educational Components.

II. PURPOSE

The Monitoring Commission annually reviews the ADR Part II's to provide the community at large with: (1) An overview of the content of the ADR Part II; (2) A brief assessment of the document; and, (3) A staff analysis of that content, including reactions to the Board's published efforts.

III. OVERVIEW

The format of the 1989-90 ADR Part II mirrors previous ADR Part II's. There are five overarching chapters:

(1) An Introduction;

(2) Administration and Management;

(3) A Review of Other Educational Component Areas;

(4) A Review of Other Components; and,

(5) Implementation Priorities for 1990-91.

Chapter I contains the purpose of the document, the nature of school reform and its interaction with desegregation efforts, information on the ADR process, the educational aspects of desegregation in Chicago, and the legal status of the desegregation effort.

Chapter II includes the following: the financial aspects of desegregation implementation, those efforts employed by the Board to co-ordinate and manage desegregation and reports on the status of five educational components for which the Department of Equal Educational Opportunity Programs (DEEOP) has direct responsibility. They are: the Chicago Effective Schools Project, Support to the Other Racially Identifiable Schools, Project CANAL, Magnet Schools and Magnet Programs, and Title IV Desegregation Related Staff Development Activities.

Chapter III reviews educational components for which DEEOP has indirect responsibility:

- o Bilingual Education;
- o Curriculum and Instruction;
- o Curriculum and Instruction - High Schools;
- o The Parent Education Center;
- o Special Education and Testing;
- o Student Discipline; and,
- o Vocational and Technical High Schools.

Chapter IV describes the 1989-90 status of efforts to support the education of Chicago Public Schools students through assisting the desegregation process. These are components over which DEEOP has no direct control:

- o Affirmative Action;
- o Evaluation;
- o Faculty Desegregation;
- o Monitoring;
- o Public Participation; and,
- o Staff Development.

Chapter V summarizes all of the 1990-91 school year administrative recommendations made for implementing the educational components reviewed in the 1989-90 ADR Part II.

IV. A SUMMARY EVALUATION OF THE 1989-90 ADR PART II

In the past, the Monitoring Commission has noted that a shortcoming of the content in the ADR Part II's was that many administrative actions taken by one Board

administrative unit or another were described, but very little data are given to help the reader understand how or why such action was taken.

Again in this ADR Part II, the reader is asked to judge the impact of Board activity on desegregation goals associated with the many educational components reviewed in the document but without data. The Commission would like to see this problem eliminated in future ADR Part II documents.

Except for the shortcoming mentioned above, the 1989-90 ADR Part II is, a comprehensive document that is generally well-received by the Monitoring Commission. The document is easy to follow, and generally communicates. Specific concerns of the Monitoring Commission will be detailed at the appropriate place in this response document.

V. COMMISSION ANALYSIS OF THE CONTENT OF THE 1989-90 ADR PART II

The Monitoring Commission staff and consultants analyzed the information presented in this document by focusing on the relationship between the Board-reported status of component goal achievement and the goals themselves. Each 1989-90 component priority activity and those priorities projected for each component in the 1990-91 school year also were critiqued. The Commission's response begins with a short reaction to certain administrative activities, finance and management followed by an analysis of Chapter II.

The Financial Aspects of Desegregation Implementation

Current and historical funding data related to the desegregation of the Chicago Public Schools are described here. The Commission finds this section of the ADR to be readily

informative. This is especially true of the data portrayed on page 17 where the 90 percent share of desegregation costs shouldered by the Board since 1980-81 are described.

A program-by-program budget narrative found on pages 18-29 is helpful, but does not include any 1989-90 data. The two-year chart presented on page 29 is a standard ADR Part II inclusion. Historically, the Commission has asked for the inclusion of more up-to-date financial data in ADR II's and continues to feel that a program-by-program budget presentation for that same time frame should be included.

The Coordination and Management of Desegregation

This section of the 1989-90 ADR Part II begins on page 31 and presents the ongoing desegregation implementation activities of the Department of Equal Educational Opportunity Programs. The Commission notes the wide range of these activities described and acknowledges that these efforts are required by the Plan and are needed to ensure an appropriate desegregation scheme.

The Chicago Effective Schools Project

The goal of this educational component is found on page 41 of the 1989-90 ADR Part II as follows:

> The Chicago Effective Schools Project (CESP) was designed to remedy the impact of racial isolation on minority student achievement through implementation of instructional and organizational strategies to ensure that all students acquire basic skills. The program seeks to help schools improve in six major areas: leadership, instructional emphasis, school climate, staff development, assessment of student progress, and parental involvement and support. A primary goal is to achieve school/classroom improvement through a process of needs identification and local action planning.

The Department of Equal Educational Opportunity Programs (DEEOP) reports assisting 75 schools during the 1989-90 school year as a part of the Chicago Effective Schools Project (CESP). Technical assistance was provided to schools as they planned and implemented their school improvement programs through school site consultations and the provision of other resources. Assistance from other Chicago Public Schools departments was solicited and coordinated on CESP school improvement plans. DEEOP assistance focused on the production of school brochures, public relations materials and news media information releases. Many of the same activities are planned by DEEOP for the 1990-91 school year.

As usual with ADR Part II's, there is no information presented on the impact of the activities conducted by DEEOP during 1989-90 and therefore, it is impossible to determine what progress has been made in achieving this component's goal by only reading pages 41-45 of the 1989-90 ADR Part II. The Monitoring Commission often has requested that such data be presented in ADR Part II's and would appreciate if DEEOP changed its reporting format to include this data.

Support to Other Racially Identifiable Schools

The goal for this educational component is synthesized on page 47 of the 1989-90 ADR Part II as follows:

> The Student Desegregation Plan for the Chicago Public School requires the elimination of disparities that adversely affect black and Hispanic students enrolled in schools remaining racially segregated.

To this end, racially segregated schools were reported to have conducted a needs assessment and a local action planning process to "remedy the impact of racial isolation and to address disparities in achievement between predominantly white and predominantly minority schools," (see page 47).

A computer-based system reportedly was developed in 1989-90 to: (1) Assist racially identifiable schools in self-evaluation procedures; (2) Monitor each school through site visitations including data gathering and information sharing with building principals; (3) Provide budgeting assistance to each school; and, (4) Analyze the impact of State of Illinois reform legislation on racially identifiable schools (see pages 48-50).

For 1990-91, DEEOP proposes giving the development of self-assessment resources to these schools, continuing to monitor these school programs, and to continue to provide technical assistance in budgeting resources.

The Commission believes the computer-based baseline data system described in this section of this ADR is on target with the long-term program management needs of racially identifiable schools. It also concurs that assistance through site visitation monitoring is a valuable practice. However, unless these efforts are focused on identifying and eliminating disparities adversely affecting black and Hispanic students in these schools, the Commission feels these efforts will be for naught. It may well be that the goals setforth for school improvement will be unattainable for racially identifiable schools if the adverse disparities forecasted in the Plan are not first fully defined and eliminated. The Commission feels that the students in these schools should be given equal opportunity to succeed, especially where the goals of reform are concerned.

Project CANAL (Creating a New Approach to Learning)

The Monitoring Commission has been completely aware of Project CANAL activity since its inception and is highly involved in the ongoing evaluation and monitoring of this educational program. The Commission has published many reports and continues to fully participate in the public debate surrounding this educational component. A listing of the Monitoring Commission reports on Project CANAL as well as copies are available by contacting the Commission office at the Board of Education.

Because of the Commission's involvement in monitoring Project CANAL, there is no assessment of the 1989-90 ADR Part II content regarding CANAL. Instead, the reader is referred to the Commission office for its considerable findings regarding the status of this educational component.

Magnet Schools and Programs

The goal for this educational component is presented on page 93 of the 1989-90 ADR Part II. It is as follows:

Establish a series of programmatic options that will:

- Provide educational choices for parents and students desiring an alternative to the program offered at the local school;
- Enhance desegregation by attracting students from across the city to racially integrated schools, or programs within schools, based on their particular interest, needs, or special talents; and,
- Provide an opportunity to develop educational, instructional, and organizational models that can be replicated at other school sites.

The Commission completely understands the role that magnet schools and magnet programs play in the voluntary desegregation of Chicago's public schools and in the partial relief of overcrowded school facilities. It readily recognizes that the efforts detailed in pages 96-101 of the 1989-90 ADR Part II are necessary to the success of this educational component. The Commission also notes that some of these efforts have resulted in the racial balancing of Stephen Decatur Classical School and the Chicago High School for Agricultural Sciences, two schools formerly not in compliance with racial range established by the Plan. Edison, Lenart and Metcalfe schools are not in compliance and the Commission fully expects them to become such in the near future.

The Monitoring Commission endorses the rationale for magnet schools and magnet programs and is not concerned with program offerings nearly as much as with program access. The Commission steadfastly has voiced its position in this regard; black students must be given equitable opportunity to transfer into these programs and schools. Data relevant to this concern are not, however, contained in this ADR Part II. It is promised to be a part of the yet published 1989-90 ADR Part I. Therefore, the Commission reserves judgement as to the complete success of this educational component until such time as it can analyze that document.

The Commission endorses the eleven 1990-91 priority goals established for this educational component. This is especially true for Goal 10 that proposes determining methods to increase participation of special education students in magnet schools and programs. The Commission also applauds efforts aimed at retaining current federal dollars

supporting this effort and recommends that a 12th goal be established to ensure equitable participation of black students in these magnet schools and programs.

Title IV Desegregation - Related Staff Development Activities

There is no reported goal as such for this educational component in the 1989-90 ADR Part II. However, page 123 contains a description of the intent of the legislation and the legitimate purposes for which Title IV funds may be used. Title IV funds are reported to be a legitimate source of support to provide staff development or training activities and/or to generally solve problems associated with race, sex, and national origin of public schools. DEEOP oversees the use of funds received by the Chicago Public Schools.

The Chicago Public Schools received no funds from Title IV sources during 1989-90. However, DEEOP reports providing a level of support for staff development in the area of race, sex and national origin equity issues. The types of activities supported by DEEOP are, to the Commission, appropriate to the charge of this educational component. The Commission also endorses those efforts outlined as priorities for 1990-91.

The Monitoring Commission is hopeful that Title IV funds will be renewed from the State of Illinois for 1990-91 and appreciates DEEOP's efforts to provide services in this area whether these funds are provided or not.

Bilingual Education

The goal of this educational component is found on page 131 of the 1989-90 ADR Part II. It reads as follows:

To plan, facilitate and provide core and supplementary educational programs that are equitable and appropriate for the variety of national origin minority students in the Chicago Public Schools.

The Department of Language and Cultural Education reported 40,600 students representing 18 language backgrounds were enrolled in over 300 school programs in 1989-90. These programs consisted of ongoing transitional bilingual education and supplementary educational efforts.

Traditional programs, defined on page 131 of this ADR, are efforts to provide instruction through the students' native language and to develop English fluency through English as a Second Language programming. The students' native language is used for subject matter instruction until the student can function completely in English.

The Bilingual Education section in the 1989-90 ADR Part II is organized into seven subsections: curriculum, evaluation, monitoring, staffing, staff development, movement of students, and parent involvement. The Commission will respond accordingly.

The Commission is greatly encouraged that schools are once more receiving bilingual education funds. The Commission registered great concerns in its response to the 1988-89 ADR Part II that schools had received no bilingual supplemental funds for three consecutive school years. The Commission shares the Board's hope that the new lump sum distribution of bilingual funds to schools "will relieve longstanding local school deficiencies of instructional materials and supplies," (see Recommendation 4 on page 133). This is surely the best news that the Commission could focus on in the curriculum subsection of the Bilingual Educational component.

In the section on evaluation, the Commission recognizes the value of the computerized Bilingual Update System to all involved in the education of these students. Also, the Commission is gratified that user critiques are being employed to fine-tune this on-line data system in order to enhance its utility. Also in this subsection, the Commission notes that work on developing Spanish criterion-referenced tests has been "abandoned." The Commission wonders why this has happened. Is it solely a cost issue or were there no valid educational/instructional benefits to be derived from the use of such tests? If the cost is issue, then the decisions is not legitimate. If it is the latter reason then why was the construction of these testing devices ever initiated? At the very least, the Department of Language and Cultural Education should determine what impact this cancellation will have on the education of Hispanic students.

Under monitoring, the Commission is encouraged to note that schools with bilingual programs were visited and reviewed with recommendations for remediation made to local school management. That some schools needed to be advised of possible loss of funds unless certain program corrections were accomplished, concerns the Commission. Of course, what the Commission would prefer is that technical assistance be given to these schools to bring their programs into compliance and that such assistance be documented as being refused prior to threatening a school with loss of funds.

It is the student who is hindered if the funds are taken away. In keeping with this tenant, the Commission would recommend that the Student Advocacy group ought to be given a fifth responsibility aimed at assisting troubled programs to achieve the highest of program standards (referenced under Recommendation 3 on page 136).

In the area of staffing and staff development, the Commission is aware of the difficulties associated with employing the needed number of bilingual teachers, but as always sensed that the Board is trying to rectify these shortages. The Commission also feels that the staff development effort aimed at bilingual staff is appropriate; but, understated in the 1989-90 ADR Part II.

Movement of students is a subsection of this educational component that draws Commission interest because it shows the degree to which bilingual students gain full access to all school activities and Board programs. Of note to the Commission is the strong possibility that limited English proficiency or fluency could keep a student from gaining access to highly acclaimed programs such as those for the gifted and talented students. The Commission believes such programs could be established for the bilingual student, that such students could be identified, and that such students could be brought together in district-wide centers for their education.

The new lump sum budgeting procedure has the potential for creating greater levels of program involvement for a selected number of parents. The Commission points out there is no reliable existing mechanism to ensure widespread ongoing parental involvement in bilingual education.

The 1990-91 implementation priorities listed on pages 141-143 of this ADR are endorsed by the Commission with the exception of Department of Language and Cultural Education priorities which reflect on what the Commission has said herein above. They should be expanded to include responsive efforts to cited concerns.

Curriculum and Instruction

A three-part goal for this educational component is expressed on page 145 of the 1989-90 ADR Part II:

> To develop and implement curricular and instructional procedure which are designated and administered so that all racial and ethnic groups may benefit from the educational experience by:
>
> Providing curricula and instructional materials that are free from cultural bias and which reflect a multicultural perspective;
>
> Ensuring that curriculum is equally accessible and consistent systemwide; and,
>
> Establishing achievement of high academic standards as the priority objective for all schools and students.

The Plan set forth 14 educational recommendations for this component to attain. They are contained on pages 145-149 of this ADR.

The Commission will react in turn to each of three subpoints of the overall goal for this educational component: (1) Providing of culture-free, multicultural-perspective curricular and instructional materials; (2) Ensuring an equally accessible consistent, systemwide curriculum; and, (3) Establishing the priority objective for all students to achieve high academic standards.

The status statements provided on pages 145-163 of the 1989-90 ADR Part II do not contain sufficient evidence to warrant any assumption that the first aspect of this goal for Curriculum and Instruction is being attained. As in the past, the reader of this ADR only knows that there is a Board policy on this matter, that there are bid quotation standards, that all principals received a bulletin and evaluative standards in 1982-83, and that recent

inservice on the subject has occurred. There are no status statements describing which Chicago public schools have achieved compliance in terms of culturally-free and multicultural-perspective curricula and instructional materials. Moreover, there are no implementation priority statements on pages 163-166 of this ADR that would indicate such a determination will be made in 1990-91. The Commission would like a more definitive statement of compliance in this regard.

Also perplexing to the Commission is whether or not public schools in Chicago are attaining an equally accessible, consistent systemwide curriculum. On the positive side, literally hundreds of curriculum guides and inservice sessions are provided annually to schools, school staff, and other parties. Consistency surely must partially result from these impressive actions. In addition, reform standards contribute to this attainment of consistency. But, this ADR does not provide data on equal access. This information should be included in the 1990-91 ADR Part II.

The third subpoint of the goal for this educational component states, "establishing achievement of high academic standards as the priority objective for all schools and students." While it seems, on the surface, that this has been accomplished, there is no evidence of any systemwide translation of this subpoint into the daily behavior of schools or students. This ADR provides no evidence of this translation and because the Illinois State legislature enacted reform legislation for the Chicago Public Schools is ample evidence that this translation has probably not occurred.

The goal for this educational component as synthesized from the Plan has not been achieved.

Curriculum and Instruction - High Schools: High School Programs

The goal for this educational component is expressed on page 201 of the 1989-90 ADR Part II. It is the same three-part goal expressed for the "Curriculum and Instruction" educational component, so it is not repeated here.

The status of attaining the goal of this educational component is questionable. The narrative contained on pages 201-206 of the 1989-90 ADR Part II is nondescriptive with regard to this process. There are eight recommendations taken from the Plan that are listed as being germane to this educational component. Taking them in order the Commission finds little if any evidence of their satisfaction.

Recommendation One calls for a comparative analysis of high school curricular offerings. None appears to have ever been conducted and none is reported to be scheduled for 1990-91.

Recommendation Two calls for a comparative analysis of high school attendance rates, socioeconomic status data, dropout rates, standardized test scores, and post-secondary school attendance. No such study is cited and no results are reported in this ADR. No such analysis is reported to be scheduled for 1990-91.

Recommendation Three implies that an examination of school climate is to be done to ensure that it reflects commitment to desegregation within a framework of parity and cultural awareness. On page 202 of this ADR activities are reported to remind and encourage principals of this insurance and to promote the requisite school climate. The Commission does not perceive that the examination required of the Plan was ever conducted or that any examination is scheduled as an 1990-91 implementation priority.

Recommendation Four calls for staff development in effective instruction methods for high school teachers. Certain inservice programs were conducted for experienced and new high school teachers, according to this ADR. There is no detail on how many teachers participated or whether or not teacher behavior in the classroom changed as a result of this inservice.

Recommendation Five requires providing special training in certain aspects of school management to school administrators, counselors and ancillary staff. Such staff development efforts are reported to have been performed, but no results, attendance figures, or hours of activity are reported.

Recommendation Six details that desegregated high schools are to conduct orientation programs for new and current students. Reportedly, several models have been developed for implementation. There is no statement as to whether or not any of these models were implemented and no mention of any results.

Recommendation Seven speaks to providing reading inservices to high school teachers. It is reported on page 203 of this ADR that local programs and initiatives were augmented by the State of Illinois IGAP training. Once again, no attendance figures, no impact statements or information about the scope or sequence of such training are provided.

Recommendation Eight requires that the instructional materials in all schools are to be assessed for cultural bias and if need to be replaced. In 1983, sixty-five high school principals were provided guidelines and instruction for such a review. Whether or not these guidelines or instructions were ever implemented is not mentioned. Whether or not there has been any annual follow-up is not mentioned. Even if such an assessment took place in

1983, there is no mention of any results and no mention if replacement materials were ever procured.

The educational component remains unsatisfied in terms of goal attainment.

Student Leadership Development

There are six program objectives articulated for this educational component on page 209 of the 1989-90 ADR Part II. These objects are:

- Re-establish a program that will involve an identified peer-leadership training process. The program will enhance students' ability to provide positive role models and leadership to other students in the school.
- Develop a sense of self-esteem in students, with a view toward increasing their academic and personal growth.
- Develop school pride by providing situations that will enable students to work cooperatively on projects to benefit the entire school.
- Develop, within each of the schools, a forum through which student concerns, suggestions, and other input can be heard.
- Develop and implement pilot programs focusing on parent-initiated intervention strategies at selected schools. The programs will increase the time in school for students who are considered to be at risk of experiencing significant educational failure.
- Develop student and parent handbooks which clearly define the goals and policies of each schools' behavioral expectations for students and staff, the regulations and penalties contained in the Uniform Discipline Code, and related information.

The Commission knows that each Chicago Public High School conducts a student leadership program. Also, it has understood that these students are selected by each high school's principal, staff, and students and reflect each school's racial/ethnic population in such a manner that participation by all groups in the school community is ensured. The

Commission has never disagreed with the assertion that these students have been provided opportunities to learn leadership skills and to practice such skills.

The Commission's response to the 1989-90 ADR Part II contained four basic questions to the Board of Education and its administrative staff. Here the Commission repeats those questions because it can find no evidence in this ADR Part II showing that any of the six subgoals have been met or are ever planned to be fully addressed. The answers to the four questions below are critical to a full understanding of the success of this program. The Commission asks that these questions be answered in 1990-91.

- To what degree has this component increased the level of school pride at each participating high school?
- To what degree do students at each high school: (1) Recognize their selected students leaders; (2) Show awareness of their collective roles; and, (3) Conclude that these selected leaders do perform a representative decision-making function for all students?
- How many pilot, parent-initiated intervention strategies occurred in the Chicago public high schools during 1988-89 and what was the collective effect of these efforts on increasing time in schools for at-risk students experiencing significant educational failure?
- Were the student and parent handbooks referenced in the sixth objective on page 209 published and disseminated by each Chicago public high school?

The Parent Education Center

Page 213 of the 1989-90 ADR Part II contains the goal statement for this educational component. The rationale for this center rests on the fact that the Consent Decree and the Student Desegregation Plan both recognize that without the involvement of parents and the community, no successful implementation of desegregation in the Chicago public schools can occur. The goal for the Parent Education Center is:

> To maintain a Parent Education Center to provide an organization mechanism for working directly with parents to enhance those skills necessary for their effective participation in the educational process.

The 1989-90 focus of the Center was to provide LSC's, parents, and others with information and skills to further effectively participate in school reform initiatives (see page 213). Workshops in highly relevant topics are reported to have been conducted in both English and Spanish. A total of 406 workshops involving 11,854 participants from 391 schools were conducted (see page 216 of the 1989-90 ADR Part II). The Commission is impressed by this record.

Also impressive is the training outlined for the Center in 1990-91, (see pages 217-219). If fulfilled, the training is very much on target with the needs of the Chicago's public schools and its constituencies.

The 1988-89 ADR Part II indicated that two parent education centers would be established in 1989-90 outside of the Board's central facility on Pershing Road and there is no mention of this in the current ADR. A follow-up statement on this apparent non-event should have been a part of the 1989-90 ADR Part II.

Secondly, while the center's service record was so positive during 1989-90, there is no reference to any results associated with these workshops. The Commission is interested in the participants' perceptions of these workshops and whether or not these workshops permitted more effective actions toward school reform initiatives on the part of attendees. Such results should become a part of future ADR Part II's.

Special Education and Testing-EMH Assessment/Validation

A four-part goal for this educational component is detailed on page 207 of the 1989-

90 ADR Part II. It reads as follows:

- o Reassess students in special education programs using a scale of adaptive behavior or another standardized instrument with independently validated local norms;

- o Discontinue the use of standard individual tests of intelligence as the sole source of information in special education screening and evaluation;

- o Move immediately toward the use of criterion-referenced, rather than norm-referenced tests; and,

- o Provide appropriate staff development to effectively implement these recommendations.

The Commission recognizes that the required reassessment of special education students has occurred and that adaptive scales are in current use. The Commission also is aware of the fact that standard individual intelligence test results are no longer the sole source of special education student screening and evaluation information.

The narrative presented on pages 221-226 of this ADR concerned the Commission because there still has been no field testing of the Spanish edition of PAL. Apparently there is still a lack of system endorsement and/or resources to accomplish this task. The Commission notes that securing endorsement and resources is a 1990-91 implementation priority for this educational component. The Commission would hope that the requisite endorsement be granted and that the requested resources be provided. Hispanic students cannot be validly screened or evaluated for special education placement until this field-testing occurs.

Also, the Commission commentary above is true as the criterion-referenced measures required by the Plan do not exist because of the lack of a system endorsement and a lack

resources. The Plan cannot be satisfied until this process is complete and students will continue to be poorly served as well. The Commission strongly urges that this process be initiated in 1990-91.

Lastly, the Commission is aware of the inservice program that was conducted in 1984, (see page 225, Recommendation 14); but, the Commission is concerned that this process is deemed to be "completed" by the administration. It cannot be. The criterion-referenced tests required of the Plan have not been developed. Inservice will need to occur as is required of the fourth subgoal of this educational component. The Commission cannot agree that the inservice process required of the Plan is complete.

This educational component has satisfied 50 percent of its required goals.

Special Education and Testing - Transition Program

The Plan does not reference this educational component. The requirement for this desegregation-related activity rose from the nearly 2,000 former EMH students that the reassessment process indicated should be returned to the general educational process. The Commission understands this flow of events and also comprehends that the six recommendations appearing on pages 229-236 of the 1989-90 ADR Part II are not set forth in the Plan.

In its response to the 1988-89 ADR Part II, the Commission reported that it was, "heartened by the data presented in that ADR section." The Commission was able to judge that this educational component, "represents a productive effort by the Chicago Public Schools." The 1989-90 ADR Part II does not contain any numerical data to judge 1989-90

component success. The Commission perceives this to be a major step backwards for this educational component.

The Commission requests that the administration return to the 1988-89 writing style for this educational component and include numbers of students served, numbers who successfully accomplished the transition program, and the number and percent of students that did dropout of the program.

Special Education and Testing - Dropout Prevention

The goal of this educational component is expressed on page 237 of the 1989-90 ADR Part II as follows:

> The overall goal of the Bureau of Dropout Prevention is to increase the number of students graduating from the Chicago public high schools through the reduction in the percentage of dropout students.

The Commission's is concerned with the ADR II content for this educational component. For yet another year, there are no data regarding the dropout issue and computer reports 724 and 601 are touted. While it is reported that a number of schools cannot seem to get their withdrawal cards submitted on time to be analyzed, the reader is assured that, "the monitoring and auditing component of this effort is designed to correct this discrepancy," (see page 237 Status 1 and 2).

The Commission does not understand why after three years, there still is a problem with the late submission of withdrawal cards.

Student Discipline

The following goal is expressed on page 247 of the 1989-90 ADR Part II.

To develop and implement an equitable, consistent, and non-discriminatory systemwide uniform code of student conduct that:

- o Codifies unacceptable student behavior and penalties;
- o Applies to all schools, yet is flexible;
- o Is in compliance with all applicable laws and regulations;
- o Approaches discipline from a holistic and preventive philosophy;
- o Is readily available in writing to all staff, students, and parents;
- o Emphasizes alternatives to suspension as a form of punishment; and,
- o Can be effectively monitored and evaluated to administrators, faculty, and students.

The Commission readily recognizes that the Chicago Public Schools has developed a Uniform Discipline Code (Code), that is codified in terms of penalties and misconducts, applies to all schools but is still flexible, complies with all relevant laws and regulations, rests on a holistic approach and a preventive philosophy, is readily available, emphasizes alternatives to school suspension, and is susceptible to monitoring and evaluation by relevant school clientele groups. The paper work adds up to the attainment of the stem goal of this educational component for the 1989-90 school year.

The Commission wants to be able to relate to compliance with the core of this goal as well - that the Code is implemented in an equitable, consistent, nondiscriminatory fashion. Unfortunately, the Commission is unable to do this as no data are presented to indicate that the Code is meeting these three implementation criteria. There appears to be no 1990-91 implementation priority goals to provide such information. The Commission has long-requested that the content of the ADR II address this gap in information.

The Commission senses that the Board and administration are moving in a positive direction with regard to the Vocational and Technical High School educational component. The status statements found on pages 255-269 of this ADR and the 1990-91 implementation priorities contained in pages 269-274 reflect such a direction. The continuing efforts to create the Westinghouse Vocational High School are notable as is the plan to create a new Information Processing Laboratory at Flower Vocational High School. Recruiting efforts are an additional positive factor as are the new curriculum guides listed on page 258 of the 1989-90 ADR Part II.

The Commission has reflected on the attached information regarding the Washburne Trade School. Increasing the desegregation of this school and its programs has been a continuing issue for Commission consideration for a number of years. The initiation of the one-half of what check the reference it is day or year or what, pre-carpentry program is a welcomed report in this regard (see page 258, Recommendation 4).

The Commission believes that a proper benchmark for the improvement of the Washburne Trade School has been achieved. This benchmark is thoroughly detailed in Attachment A of the Vocational Technical High School section of the 1989-90 ADR Part II (see pages 283-298). Now that a comprehensive plan exists for Washburne, the Commission closely will monitor the results of the many 1990-91 activities and looks forward to receiving a summer 1991, results-oriented report that describes the impact of these activities on program objectives. Last, the Commission read all data entries provided on Washburne and welcomes their inclusion in this ADR. This attachment format could we!!

Additionally, the Commission once more asks for the following to be included in the 1990-91 ADR Part II, either by way of summary data or in the appendices:

- o An analysis of school misconduct data summaries annually supplied to their respective district office. Such an analysis should highlight whether or not the Code is being implemented equitably, consistently, and in a non-discriminating fashion;

- o Annual Department of Research, Evaluation and Planning reports regarding the effectiveness of alternatives to school suspension being employed by various schools (see page 250, Status 10); and,

- o Annual Department of Research, Evaluation and Planning reports on their analysis of data collected on strategies employed by schools in their SIP's to address attendance and identified needs as related to student discipline (see page 249-250, Status 7, 8 and 9).

Until these types of data and information are provided in ADR Part II's, the Commission will be unable to evaluate whether the goal of this educational component has been achieved.

Vocational and Technical High Schools

The four-part goal for this educational component is listed on page 255 of the 1989-90 ADR Part II as follows:

- o Ensure the vocational and technical education opportunities are equitably designed, implemented and managed;

- o Expand and improve programs to meet current and projected job entry requirements and provide additional vocational/technical education opportunities for minority students;

- o Upgrade staff teaching skills required for rapidly changing technologies; and,

- o Continue the acquisition of equipment and the upgrading of facilities for vocational and technical programs.

The Commission senses that the Board and administration are moving in a positive direction with regard to the Vocational and Technical High School educational component. The status statements found on pages 255-269 of this ADR and the 1990-91 implementation priorities contained in pages 269-274 reflect such a direction. The continuing efforts to create the Westinghouse Vocational High School are notable as is the plan to create a new Information Processing Laboratory at Flower Vocational High School. Recruiting efforts are an additional positive factor as are the new curriculum guides listed on page 258 of the 1989-90 ADR Part II.

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serve the narrative of other educational components not now utilizing such a format procedure.

Affirmative Action

The goal of this educational component is expressed on page 343 of the 1989-90 ADR Part II as follows:

> To assure that the composition of personnel in the Chicago Public Schools reflects an appropriate range of racial, ethnic, and cultural experiences and backgrounds by developing and implementing a comprehensive affirmative action program addressing all areas of employment and all personnel practices, with timetables for attainment of stated schools.

The Commission is aware that a comprehensive affirmative action plan that, "includes numerical objectives and time frames to eliminate the underutilization of minorities and women in the total work force," (page 343 of the 1989-90 ADR Part II, Status 1, 2, 3) has been drafted. The Commission applauds this effort and agrees that a review of this plan by a special committee should be conducted prior to its presentation to the general superintendent. The fact that the draft affirmative action plan is based on a Utilization/Availability Analysis, completed in 1989, should hasten this review.

The Commission is concerned that there is no listed target time frame in 1990-91 for completing the special committee review of the draft affirmative action plan nor any deadline for presenting a reviewed plan to the general superintendent. The 1990-91 implementation priorities for this educational component fail to specify even that the review and presentation will be completed during 1990-91. Is there cause for concern over this

omission? The Commission hopes not and will monitor the flow of the draft plan through the procedures described in this ADR to ensure time-consuming deliberations do not occur for non-valid reasons.

The Commission renews its request made in its response to the 1988-89 ADR Part II. All activity regarding the review, critique, rewriting, and approving of the draft affirmative action plan should be conducted in a public fashion. The Commission retains its original rationale for this request. The public is the affected body and should be fully informed as to the on-going status of these effects.

Evaluation

The goal for this educational component is detailed on page 347 of the 1989-90 ADR Part II as follows:

> To develop a comprehensive formative and summative evaluation strategy and process which will provide a verification data base for reporting to the court and the general public on the status of implementation of desegregation initiatives and the impact of the Plan's implementation in the areas of student assignment and improved educational quality and equity.

This section is the most improved of all sections of the 1989-90 ADR Part II because of the data presented. This judgement was reached after examining all status statements found on pages 347-353 of the ADR and reading the attachments contained in pages 357-477. The Commission specifically notes that time lags between the close of a program year and the issuance of evaluation reports on those programs has diminished. The Commission eagerly awaits receiving other evaluation reports reportedly scheduled for fall 1990 publication, especially those associated with the Chicago Effective Schools Project.

There are Commission concerns with the Evaluation educational component. The first is that the study of Voluntary Transfers in the Options for Knowledge Program is still unfinished. New resources need to be placed on this effort. It should not lie dormant throughout 1990-91.

Second, the Commission would appreciate the inclusion in future ADRs of the comprehensive evaluation design for all educational components that is referenced under Recommendation 1 on page 347 of this ADR. It should be placed in the ADR so that the reader can properly assess whether or not the educational components are using the appropriate procedures for documenting their goal attainment. Without this design, the Commission is unable to determine if the Department of Research, Evaluation and Planning (DREP) is meeting the requirements specified for it in the Plan. DREP should include this design and an explanation of its content in the 1990-91 ADR Part II.

Faculty Desegregation

Page 479 of the 1989-90 ADR Part II contains the goal for this educational component. It reads as follows:

> The overall goal of faculty desegregation, as synthesized from the individual Board-adopted Recommendations on Educational Components can be stated as follows:
>
> > To assure that the composition of personnel in the Chicago Public Schools reflects an appropriate range of racial, ethnic, and cultural experiences and background by:
> >
> > o Making every good faith effort to integrate the faculties in the Chicago Public Schools so that the racial/ethnic composition in each school will be within 15 percent (moving toward ± 10 percent) of the systemwide averages for each type of school facility.

- Correcting any under-representation of minorities within the work force of the Board of Education of the City of Chicago.

There are two recommendations from the Plan that are associated with this goal statement. The Commission is pleased to see that the goal of a range of 10 percentage points for each type of school facility has been achieved; it stood at 10.5 percentage points during 1988-89. The Commission recognizes the efforts it took to attain this goal and looks forward to its continuing attainment through the years to come.

Public Participation-Communications

A five-part goal relating to this educational component is contained on page 495 of the 1989-90 ADR Part II:

> To maximize the involvement of all segments of the Chicago community, including parents, in the development, implementation, and evaluation of desegregation and related initiatives by:
>
> - Developing and maintaining a community outreach program to ensure two-way communication and access by citizens to important policy and program issues associated with the Desegregation Plan;
>
> - Establishing mechanisms for sharing and exchanging school community resources in a manner helpful to the desegregation process;
>
> - Developing strategies and programs to improve public relations and the image of the schools;
>
> - Developing strategies, including use of non-English language media, for improving information about all aspects of the desegregation dissemination process, to parents and the community; and,
>
> - Establishing mechanisms for acquiring the services, expertise, and commitment of Chicago business organizations to improve basic academic skills of students and demonstrate the relationship of these skills to the world of work.

The Commission notes the change in the wording of the first sub-goal as compared to that contained in the 1988-89 ADR Part II. The words, ". . . various citizen advisory panels. . .," have been displaced by a newer phrase, ". . . a community outreach program. . ." The Commission was troubled by the former wording and criticized the Department of Communications in the Commission's response to the 1988-89 ADR Part II for not attending to developing and maintaining such advisory panels. The Commission is curious about this change in wording of a long-standing Board adopted educational recommendation that was a part of the Court-sanctioned Student Desegregation Plan. The Commission does not question that intentions can change or that goals are immutable. What it does not question, is the rationale for the change. Hopefully, it was not done just to escape further criticism. The change was in all likelihood carried out for very sound reasons and was accomplished after appropriate review and approval by all parties that have surveillance responsibilities for the Plan. The Commission would like to be satisfied that this is the case and herein requests a report from the Department of Communications and DEEOP as a matter of record.

With the aforementioned in mind, the Commission finds no other significant shortcoming with this section of the 1989-90 ADR Part II and finds the narrative on pages 495-498 of this ADR appropriate to attaining the amended goal of this educational component.

Public Participation - Adopt-A-School Program

The goal for this educational component is found on page 499 of the 1989-90 ADR Part II. It is identical to the goal for communications educational component with one

notable exception. The words ". . . various citizen advisory panels. . .," remain as a part of the first sub-goal of this component just as it was in the 1988-89 ADR Part II.

The Commission assumes that this is an editorial oversight that will be corrected in future ADR Part II's.

It is reported that during 1989-90 forty-six new organizations joined the Adopt-A-School Program, raising the total number of such organizations to 263, sponsoring 462 programs in 236 schools. The Commission acknowledges this effort but is concerned that the number of schools served in 1989-90 remained at 236 when 46 new partners were enlisted. Also, why only an increase of 10 sponsored programs? The issue remains, over one-half of all Chicago public school facilities still have no community adoption program. The 1988-89 ADR Part II reported a 1989-90 implementation priority seeking the adoption of 50 new schools. That goal was not met. The Commission now reads a goal for 1990-91 that has been reduced to securing 30 new partners to serve "more schools" (see page 503).

Staff Development

The goal for this educational component contains four sub-parts and is expressed as such on page 505 of the 1989-90 ADR Part II.

> To provide orientation and establish preservice and inservice programs which will:
>
> - Ensure that the requirements of the Student Desegregation Plan for the Chicago Public Schools are understood and that personal and collective anxieties associated with the desegregation process are allayed;
>
> - Make provisions for special intervention and support for schools attended by students who have been the most disadvantaged;

- o Assist staff in developing skills, understanding, and attitudes to enable them to enhance academic achievement for all students; and,

- o Enhance competencies for staff so they can provide more effective services to students from diverse racial and ethnic backgrounds.

After reading pages 505-515 of this ADR, the Commission senses that the efforts required of the 18 recommendations for this educational component have been made. The Commission once more is comfortable with implementation priorities listed for 1990-91.

VI. COMMISSION RECOMMENDATIONS

Recommendation One: The 1990-91 ADR Part II should include summary-form, numerical data to assist the reader in determining if the Chicago Effective Schools Project is improving the education of students in racially isolated schools. The data should respond to the following inquiries:

- o To what degree have school leadership styles moved away from those which existed prior to 1982-83 and toward the leadership styles envisioned by the project designers?

- o How has the instructional emphasis of the schools served become more like that associated with effective schools?

- o In what ways has the climate of CESP schools become that which is associated with the climate articulated by effective schools literature and the climate envisioned by the project designers?

- o What is the impact of staff development in those schools on the functional and substantive characteristics of effective schools as defined by the project designers?

- o What processes have been implemented to improve assessment of student progress in project schools and what have been the recorded impacts of such processes on student progress?

- To what degree is parental involvement in project schools and support of these schools improved since 1982-83 and to what degree has it approached the levels of involvement and support setforth by project designers?

Recommendation Two: The 1990-91 ADR Part II should contain data that demonstrates the degree to which disparities affecting minority students have been eliminated in racially identifiable schools. This compliance with Plan goals should be reported in the 1990-91 ADR Part II and should

document the disparities addressed and to what degree they have been eliminated.

Recommendation Three: The Department of Language and Cultural Education should study the feasibility of establishing gifted and talented educational programs for LEP students so that when they achieve functional English usage these students could fully participate in a regular gifted and talented program. This study should be completed by January 1992.

Recommendation Four: The appropriate administrative unit of the Chicago Public Schools should document the degree to which the three-part goal of the Curriculum and Instruction educational component has been achieved in the 1990-91 ADR Part II. This report should address at least the following:

- What percentage of curricular and instructional materials currently in use meet the Chicago Public Schools standards of being free from cultural bias and reflective of a multicultural perspective?
- Which elements of the Chicago Public Schools curriculum are not equally accessible, and/or consistent systemwide including the standards used to identify such outlying elements?
- To what degree have schools and students inculcated high academic standards as the priority objective of their respective educational

Recommendation Five: The level of attainment achieved regarding the eight recommendations setforth for the Curriculum and Instruction High School Programs educational component should be documented by the appropriate administrative unit in the 1990-91 ADR Part II. The methods used to reach the levels of attainment should be documented statistically in this presentation.

Recommendation Six: The administration of the Chicago Public Schools should answer the following questions regarding the High School Leadership program in the 1990-91 ADR Part II:

- To what degree has this component increased the level of school pride at each participating high school?
- To what degree do students at each high school: (1) Recognize their selected student leaders; (2) Show awareness of their collective roles; and, (3) Conclude that these selected leaders do perform a representative decision-making function for all students?
- How many pilot, parent-initiated intervention strategies occurred on the Chicago public schools during 1989-90 and what was the collective effect of these efforts on increasing time in schools for at-risk students experiencing significant educational failure?
- Were the student and parent handbooks referenced in the sixth objective on page 209 of this ADR published and disseminated by each Chicago public high school?

Recommendation Seven: Those responsible for the administration of the Chicago Public Schools Special Education programs should complete a plan for Commission review that details the steps necessary to field-test the Spanish version of PAL and to develop the criterion-referenced measures required of the Plan. Such a plan should include what is

required, when it is required, who is responsible for satisfying each requirement, and the resources necessary to achieve requirement-satisfactions.

Recommendation Eight: Data should be provided that reveals whether the Uniform Discipline Code is being implemented in an equitable, consistent, nondiscriminatory fashion in the 1990-91 ADR Part II. This report also should include the standards used to establish the level of existence of the three-cited criteria.

Recommendation Nine: The Department of Research, Evaluation, and Planning should publish the comprehensive formative and summative evaluation design required of the Plan in the 1990-91 ADR Part II.

Recommendation Ten: More numerical data should be included in the 1990-91 ADR Part II so the reader can determine the degree to which each educational component goal is being attained. The 1989-90 ADR Part II describes hundreds of activities but does not provide sufficient data to permit the reader to determine their impact on the desegregative process in the Chicago Public Schools.

VIII. CONCLUSION

The Monitoring Commission for Desegregation Implementation has herein responded to the 1989-90 Annual Desegregation Review Part II: Recommendations of Educational Components as mandated. The Commission has presented: (1) Its evaluation of the ADR; (2) Specific findings by its staff and consultants; and, (3) What it perceives as needed recommendations for improving the desegregation of the Chicago Public Schools and the content of future ADR Part II's.